

NORTHERN SECTION

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OF CALIFORNIA

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SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

NORTHERN SECTION

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• BOOK NOTES – Edited by the Book Committee

• BOOK LUNCHEON "A Bit of Sweden"

As a delightful continuation of the Library Section of the West Bay Institute, a large number of the school librarians and teachers of the Northern Section enjoyed the Book Luncheon at a "Bit of Sweden" in San Francisco. The committee took advantage of the charming informal atmosphere of this nationality cafe, and by using small tables, gave a chance for real book discussion while investigating the mysteries of the smorgasbord.

Frances Clarke Sayer, Agnes Danforth Hewes, Hildegrade Hawthorne, and Mr. and Mrs. Howard Pease, favorite authors of children's books who live in the Bay Section, were guests, as well as Miss Harriet Hassler, speaker at the morning session, and Miss Ethel Kruse of The Macmillan Company.

These Book Luncheons, sponsored by the Book Committee, are growing more and more popular as they give the authors, school librarians, and book sellers an opportunity to become better acquainted.

— Elizabeth Patton.

• NEW REFERENCE BOOKS FOR THE SCHOOL LIBRARY

Britannica Junior, 12v. Encyclopedia Britannica Inc. c. 1934.

The new Britannica Junior is a promising addition to the Junior reference equipment. It is very attractive in appearance both without and within. The pictures are good, on attractive paper, and maps and charts are satisfactory. These are colored full-page political maps of the continents, with smaller colored rainfall or vegetation maps and physical maps on the versos of these. Countries and states have half-tone maps usually about half-page size.

The treatment of the subjects is pleasant and readable, with adequate information for its grade of users.

The study guide and the Ready reference index volume are extremely well worked out. Part 1, Section 1, of the Study guide has 25 pages on the Use of books and libraries which could be used with great advantage. Section 2 and 3 consist of subject outlines for home and school use respectively. These have good bibliographies, and would be very useful to pupils in search of theme or report material. These outlines are indexed in the Ready reference index volume, a considerable advantage, inasmuch as specific subjects would be hard to find otherwise, and this especially applies to the bibliographies.

The Ready reference volume gives brief information and reference to the main work by volume and page. Potraits are indexed here. A specially useful feature is the pronunciation of all names and of all other words in the index about which there could be doubt.

— Helen Price.

Hyatt, Aeola L.

Index to children's plays. A. L. A. 1931.

Here is a most welcome index for the aid of librarians and teachers. Beginning with a bibliography of books about play production, Hyatt continues her discussion through puppets, their

history and manipulation, to books about costuming, to folk dances and singing games. Her next section is the index proper to children's plays, with references to places where the plays may be found. Her next section groups titles of plays for eight or less characters; then plays for nine to twenty characters; then plays for large casts. This resume of the book must sound like a dream-come-true to the already overworked librarian who needs must wrack her weary brain for just such answers as are herein contained! If Miss Hyatt's list is not on your shelves, you will find it a most welcome addition.

— Frances Purser.

Stevenson, Burton.

Home book of quotations. Dodd, 1934. \$10.00

The new Home book of quotations is by far the most exhaustive work of its kind yet offered to librarians and the public. It is a thick octavo of 26000 pages. The paper, while necessarily thin in order to bring such a mass of material within the compass of one volume, is much less fragile and easily crumpled than that commonly used in "thin paper books;" in fact it appears to be much sturdier than that used in the one-volume edition of The Home Book of Verse.

The arrangement is by subject, subdivided into sub-sections, with extensive author index and concordance, or leading-word index.

In the body of the book under subject and subtopic, the quotations are grouped alphabetically by author, except in the case of variations of the same phrase. These are grouped chronologically, with dates to indicate priority. In this connection it should be noted that this is by far the most elaborate work thus far noted in this field. The slip case of the book carries this quotation "I can tell thee where that saying was born," without author or source. It might be interesting to run that down in the book itself. Taking a quotation at random, "All is not gold that glitters," this was found both in the concordance under Gold and in the Table of contents in a sub-head under Appearance. It proved to be not glitters, but glisters, and it appears in ten quotations, ranging from a French proverb of 1300, through Chaucer, Spenser, Cervantes, in Spanish, Goethe, in German, to W. S. Gilbert in H. M. S. Pinafore.

In the body of the book, not only is the author given, but the title, date, and frequently the circumstances in which it was used.

The Table of contents, giving all subjects and sub-sections, has extensive cross references, both See and See also. This is extremely valuable feature which may not be appreciated and fully used by the general public but will not be overlooked by the librarian. It reminds the user of the old standby Thesaurus.

The author index give dates of authors, when known, and approximate time when known, followed by page references only. In some cases of course it takes some time to run down all the quotations of the author, in case anyone wanted to do it. There are 66 quotations from Lincoln for example. But it must be remembered that the concordance will lead directly to page and number of quotation on the page for any specific quotation wanted. Certain much quoted authors, such as Emerson, Milton, Shakespeare,

are starred indicating that quotations from them are too numerous to specify. In such cases, unless a specific quotation is desired, recourse would naturally be had to the works of the author in any case.

The book is one which promises to be indispensable in any reference collection.

— Helen Price

Kunitz, S. J. and Haycraft, Howard.

The junior book of authors. H. W. Wilson. 1934.

It is difficult to discuss this book and keep one's enthusiasm in leash. The reader finds himself breathless with excitement as each new-turned page brings before his eyes another old friend whom formerly he has known through the printed word only, and whose picture he is seeing now for the first time. True, there are some disappointments in the pictures themselves, for one has visualized these authors as looking entirely different, but one soon adjusts himself to the change in imagined features. It is impossible to pick up the book for a skim—a few minutes later one finds himself absorbed in the delightful game is-this-favorite included? and happily enough, most all the favorites are included, be they living or dead.

Excellent written biographies of writers of juvenile books, this last biographical reference work from the hand of Kunitz is every bit as fascinating and readable as his other two. In a children's room it would prove invaluable as a tool in answering requests from students about the author's life, and to put into the hands of some such questing student, is to open up a fascinating world of biography and titles to lead him to yet further reading.

— Frances Purser.

Wead, K. H. and Quigley, M. G.

A list of series and sequels for juvenile readers. F. W. Faxon. 1923.

While this is not a new book, it may have escaped your notice. Librarians do not smile kindly on all serials, but there are a few which they do accept. And once a series is accepted, the question is raised as to proper sequence of titles. It is to answer this question that Wead and Quigley have compiled their list. They include what we term both the good and the bad. One finds Alcott along with Jacob Abbott, the Burgess Boy Scout series along with his Mother West Wind books, Cox's Brownie books along with Cooper's Leatherstocking tales, Duma's romances along with William Heyliger's numerous series. If you have not seen or used this book, you may find it a helpful addition to your shelves.

— Frances Purser.

● NEW FICTION FROM VIKING PRESS

Sayers, Frances Clarke

Bluebonnets for Lucinda. Kiking press. 1934.

Lucinda is a wee girl, very much attached to her older friends Herr and Frau Geranium. A tear or two falls upon their departure to the mainland, but a letter in "bluebonnet season" cheers her. Lucinda accepts the invitation! "All 'Bo----ard," and then off to the land of bluebonnets with her beautiful silver-sided music box and its flaxen-haired geese girl playing a

flute ---- and her PROUD cat Barnacle in a BIG yellow basket.

Adventure and humor begin. Herr Geranium for has she not tamed the five, big, fat, ferocious geese wee Lucinda a BIG bouquet of bluebonnets geese with her music box? Now Lucinda knows music hath charm to soothe even geese!

The illustrations are cheery-colorful-done by the capable hands of Helen Sewell.

— Caroline Mott

Sawyer, Ruth

Tono Antonio. Viking press. 1934.

"This is the story of how a Christmas manger came to the abandoned finca of the Marquis of Malaga." Little Tono Antonio, (his father called him hombre) went to the port town with his five goats and little Sausage to see what he could do to help his troubled family. His experiences are exciting, and will appeal to the children in the Junior High School age range. The best part of the story is the true Spanish spirit, which is not only evident in the style of the writing but is carried out in the splendid illustrations by F. Luis Mora.

— Mabel White.

Robinson, Tom

Trigger John's son. Viking press. 1934.

Trigger, a red-headed, freckle-faced orphan, has been boarded around from house to house by people who need his board money, until Miss Clarissa Barlow decides he is just the boy for Deacon and Mrs. Smith to adopt. Trigger on arriving at Beechwood, decides he will inspect his foster parents to see if he likes them before they decide to adopt him. He becomes a star member of the Goosetown Gang of boys. The Smiths did like him and christened him Robert. Trigger has so many adventures, all with a humorous touch that any boy will be kept busy following him through the pages.

A new type of boy's story, that is well worth presenting to boys from 12 to 15, to watch their reaction. Adults will like Trigger also.

— Mildred Beymer Graham

Shannon, Monica.

Dobry. Viking press. 1934

A beautifully told story of Bulgarian peasant life; of Dobry, the boy who wants to be a sculptor; of Rhoda, his mother; of the grandfather; of the whole village. Atanas Katchamakoff, who illustrates the book so delightfully was a peasant boy in Bulgaria and many of the incidents in the story are from his own experience. It can be recommended most highly for children of grades 5 - 8 for the appreciation it gives of the peasant people in Central Europe.

— Mabel White.

Bemelmans, Ludwig

Hansi. Viking press. 1934.

In this little story of Hansi, who visits in the Tyrol during a Christmas vacation, Bemelmans barings in much of the simple life and customs of the Tyrolese. Supposedly for primary children some of the pages seem too long in expanses unbroken by illustrations -- an unusually large book, it looks like a considerable amount of print for the young eye to take in. The story itself, while interesting enough to the child, seems unevenly written -- very good in style and plot in parts, and stilted in others. As a pic-

ture book for primary children, and a story to read to the five to eight year old, one feels safe in recommending it.

— Frances H. Purser.

Petersham, Maud and Miska
Miki and Mary. Viking press. 1934.

Each new Petersham book is a lovely experience in anticipated suspense. In this last one, while the usual high standard of illustration is maintained, your reviewer feels disappointed in the text. The situation itself seems forced, particularly in view of the fact that the author says that this is not an imaginary trip, but really a truly trip. Miki and Mary start off in quest for treasure and adventure --- and one is constantly aware of something about to happen, but nothing ever does, really, and it is with a feeling of disappointment that the book is laid down.

But the pictures are lovely. One marvels at the action, the feeling of movement and aliveness that they contain. Done in blues and greys with an occasional introduction of reds, oranges and yellows, the Petershams in their illustrations have more than come up to their work of past years..

While the text is not highly recommended as a picture book, it is a safe buy for the library.

— Frances H. Purser.

● INQUIRY

Is anyone else interested in books about co-operative marriages --- wherein husband and wife have the same professional or avocational interests and work together?. Such books as Ann Axtell Morris' *Digging in the Southwest* and *Digging in Yucatan*, books by or about the Martin Johnsons --- and of course the Curies --- all suggest themselves. Perhaps if enough librarians kept it in mind we might build up quite an interesting list.

ELEMENTARY SCHOOL LIBRARY SURVEY

Improvement of school library service in the elementary schools of Berkeley is expected to result from the work of a committee recently appointed by Dr. Lewis W. Smith. The group is to study conditions and practices in elementary school libraries through out the country and to submit recommendations for improvements in the Berkeley schools.

The librarian members of the committee are Miss Edith Coulter, of the School of Librarianship, University of California; Miss Eleanor Mc Allister, Librarian of the Burbank Junior High School, Miss Gertrude Memmler, Librarian of the Berkeley High School and Miss Susan T. Smith Librarian of the Berkeley Public Library.

A preliminary survey of the elementary book collections shows that there are 65,620 books other than texts available for Berkeley school children. Ten of the elementary schools have central libraries, and some form of service is provided in all the schools. There are no trained librarians in the elementary field at present, and the work is handled in most schools by the secretary or teacher who volunteers part time work

A complete inventory of all library equipment is to be undertaken at once by a group of SERA workers, who will be under the jurisdiction of the central committee.

December 15, 1934.

Miss Hollis V. Knopf
Secretary, California School Library
Association, Northern Section
Marin Junior College
Kentfield, California.

Dear Miss Knopf:—

It is with a great deal of pleasure that I report to you that the California School Library Association was voted an affiliated body of the California Teachers Association at the State Council of Education meeting held in Los Angeles, December 8.

By this affiliation the President of the California School Library Association becomes a regular ex-officio member of the California Council of Education.

I believe that this affiliation will result in great good and harmony for both organizations, and will further unite all interested bodies for the protection and welfare of the boys and girls of California.

Yours very truly,
Roy W. Cloud
State Executive Sec'y.

Advance Library Course

U. C. L. A. SUMMER SESSION 1935

For five weeks beginning July 1st University of California at Los Angeles will offer to librarians the opportunity for graduate work thru the following course: (1) Functions of the library in the junior and senior high school (2) Book problems of the junior and senior high school. The classes will be conducted on the seminar basis and will occur as follows: (1) Function of the library. M W F from nine o'clock to eleven o'clock. (2) Book problems M W F from one to three o'clock. As they will be on the graduate level (200 number) the courses are acceptable towards a degree for the second year of librarianship. Admission is on the following basis (a) a college degree and one year of library school (b) a college degree and not less than five years of experience in school library work (c) a life special credential in librarianship from the California State Board of Education and not less than seven years experience in school library work. Given under the auspices of the School for Librarianship, University of California, Berkely, the courses are accredited with the A. L. A. and acceptable at any other library school.

Please fill out the attached slip and return to Miss Hope L. Potter, South Pasadena High School.

- I am planning to take the two courses
..... I am planning to take the one courses, No.....
..... I am interested in the courses and desire more information.
..... I would like to see the following courses offered sometime: (state type of work desired

Date Name
Address

The Library and the Home Room

- **REPORT OF JUNIOR HIGH SCHOOL COMMITTEE, 1934.** Mabel White Chrmn.
Miss Ida Bell Craig, Ida Crawford, Catherine Stalford, Edith Titcomb.

SOME WAYS IN WHICH THE LIBRARY AND THE HOME ROOM COOPERATE

1. The library provides plays, pictures, pamphlets, and material for public speaking, debating teams, and programs for the home room.
2. Book shelves for leisure reading, during the home room period, are provided. Reading periods in the library at home room time are arranged for classes desiring this privilege.
3. Slips for fines, overdue, and reserves are handled during the home room period.
4. Books for teachers to read to home room students are selected by the librarian upon request.
5. Library Technique is sometimes given during the home room period.
6. The school bulletin is read during the home room period. The librarian uses this organ of publicity for advertising purposes in the following manner:—
 1. Requesting the return of lost books.
 2. Announcing new and interesting books.
 3. Explaining unusual exhibits.
 4. Giving birthdates of important individuals.
 5. Announcing time and place of play practice. (especially during Book Week.)
7. Magazines and newspapers for current events are loaned.
8. Holiday lists — gift lists, vacation reading lists and lists of references on special topics for teachers, children and parents are prepared by the librarian.
9. Items pertaining to the school and of school interest are clipped and kept in the School Year Book.
10. The library maintains a "contact" system between library and home room through the Library Council, made up of one representative from each room. At monthly meetings in the library alcove, the business may include:
 1. Discussion of any questions or problems involving the use of the library.
 2. Book reviews of several new books given by the librarian.
 3. Attention of representatives is called to especially interesting magazine articles.
 Reports on the meetings are made in the home rooms. The library counsellors or home room librarians bring flowers and interesting articles from their home rooms.
11. The librarian calls the attention of the home room teachers to books, articles, and material of special value in their work.
12. The librarian confers with teachers about the reading and reading habits of individual pupils.
13. The home rooms cooperate splendidly with the library during Book Week.
14. The library reserves books for special courses of the home room teacher.
15. The library correlates hobbies of children with appropriate reading materials. (Building of airplane models, bird houses, doll dressing, making of soap block-prints, ships, etc. . .)
16. Book Nooks in Home Rooms:

This is a special project carried out by the library counsellors. Each week every counsellor selects two books (one fiction and one non-fiction; or one for boys and one for girls) that he or she has read. (This latter is not always true, but if the counsellor knows of some one in the room who has read the book, he may ask this person's opinion.)

The counsellor arranges some one corner of the home room as attractively as possible with pictures illustrating books that are chosen, flowers gold-fish, plants, colored papers, etc. and places his two selections in a prominent place in his book nook, or browsing-corner, or "book worm's retreat," with a notice to the effect that these books will be obtainable in the library on a certain day. In the meantime, the counsellor arranges with the home room teacher to use five minutes of that period weekly to discuss and report on the books chosen. If he has not read the books he may call on his friends to report, or may ask the librarian for a short synopsis of the books.

The librarian visits the individual book nooks periodically and grants points (based on selection, primarily, and on general attractiveness and neatness) to each home room.

Eventually these points are totaled and the home room receiving the highest number of points will be given a prize on program day of Book Week.

The home room teacher confers with the librarian as to the nature and quality of reports given by the counsellor in the home room.

17. Book posters, using jackets of new books, are prepared by the library club, one taken to each home room by the library council representative. These are exchanged weekly.

18. Mimeographed questionnaires to make the monthly exhibits of more value and interest to the students are distributed in each home room. The librarian schedules classes to study the exhibit during home room period, or during the subject period if the exhibit may be correlated with the subject.

19. The home rooms (especially the high ninths) sometimes give class gifts to the library.

If you are an amateur at "bookbinding" and would like to know more about the art, consult these two recently published books.

Book-binding for Schools by Bates Hewitt-Manual Arts Press; and **Let's Make a Book** by Harriet Shoen, published by Macmillan.

"Book — Buying for Junior College Libraries" report submitted by the Junior College Committee of the **School Library Association** of California, Northern Section, Chairman Helen F. Pierce, Modesto Junior College, appeared in **The Junior College Journal**, December 1934.

SOME REMAINING IMPRESSIONS

● Katharine Leithold, California Junior High School, Sacramento, California.

I have been asked to write about my summer in New York. My opinion is that going there is a very common occurrence these days, and that what I saw is what everybody sees; however, I shall mention a few impressions I received hoping that others will be interested in reading this to compare mine with theirs.

When I was not in the library school at Columbia University, I spent much time wandering about. One Sunday I attended the Abyssinian Baptist Church in Harlem. Here were three thousand negroes of the business and professional classes listening to their intelligent colored minister weave present day problems, among which was the need of respect for law and authority, into his sermon. He bemoaned the fact that since the beginning of the year, thirteen lynchings had occurred throughout the country. Upon entering another church, a most imposing structure, I saw a rather large box bearing words to this effect, "If every one entering here would leave a contribution, there would soon be sufficient money to complete this building." Beside it was a smaller box with these words "For the poor."

The Roerich Museum interested me. It contains paintings by Nicholas Roerich, a Russian painter whose home is now in America. They symbolize ideas of different religions, many showing the similarities in the fundamental beliefs of the five or six greatest faiths of the world. As a result of the influence of this museum, the Roerich Society has been organized. It is international and is devoted to the ideals of brotherhood and culture through art and science that are expressed in the paintings. It big desire is to have nations recognize as neutral all great institutions of education and culture value. A banner has been adopted which flown from these places would indicate their inviolability in time of war as well as peace.

The play I liked best was "Stevedore" written by Paul Peters and George Skarl and produced by the Theatre Union. Several days after seeing it, I heard George Skarl speak about the Theatre Union. He claims that ninety per cent of the plays on Broadway are written for ten per cent of the people, the rest being barred by the high admission prices and the remoteness of the play from their lives and problems. The Theatre Union is trying to create a theatre for this ninety per cent; one which will "try to reflect with honesty and vitality the economic, emotional, and cultural conflicts in the experience of their audience, and contribute to these struggles the excitement and interpretation which seem to them the purpose of the theatre." In saying this, George Skarl admits with pride that he is a propagandist playwright; that propaganda has a legitimate place in the theatre, and that great dramatists of the past, — Ibsen, Bjornsen, Hauptmann, Goethe, even Shakespeare (who pleaded for nationalism) were propagandist play-wrights. So, he maintains, the Theatre Union will pro-

duce plays that have a meaning for and a bearing on the struggles of our time. Its point of view is that there is but "one constructive guide in the prevailing situation: the interests of the great masses of the people, the working people."

"Stevedore" is a plea for economic justice regardless of race. The first play "Peace on Earth" was, as the name implies, a plea for peace. It was seen by 125,000 people more than half of whom paid less than one dollar for their seats.

These are some of the names appearing on the advisory board of the Theatre Union: Sherwood Anderson, John Dos Passos, Waldo Frank, Sidney Howard, Countee Cullen and Blanche Yurka. Its plan is to produce several plays each season and to maintain a low price scale as it is non-profit making. "It is not a business, but an idea," the finest one I found in New York.

Northern and Southern Annual Meeting

The annual meeting of the School Library Association of California, Northern and Southern Sections, was held at the Santa Maria Inn on October 27 and 28. Members from both sections were delighted with the hospitality and the beauty of the Inn as well as with the very interesting program arranged by the Southern Section members under the direction of Miss F. Glassey, Vice President of the Southern Section and chairman of the Program Committee.

Registration at the Santa Maria High School at 2:30 on Saturday was followed by a delightful reception and tea. Music by the High School String Quartet and an exhibit of artistic book-binding by Miss Hazel Dreiss were features of the afternoon. The business meeting at 5:00 P. M. summarized the proceedings of the meetings of the joint Committees and of the Advisory Council. Mr. Muncy of the Division of Research and Statistics of the State Department of Education spoke of the work on the survey of school libraries which is being conducted through the cooperation of his department and our own Professional Committees. Miss Mabel White of San Francisco and Miss Hope Potter of Los Angeles as chairmen represent the Association in this valuable piece of professional school library research. Among other interesting reports was one on the A. L. A. Convention at Montreal. The meeting was adjourned in anticipation of the dinner hour which was already near at hand.

The dining room of the Inn, filled as it always is with exquisite bouquets of flowers from the Inn's own garden, was the setting for the evening's banquet. A welcome by the host, Mr. Frank J. McCoy, was particularly fitting in that it associated his own hobby — the growing of gorgeous flowers — with our Book Week theme for 1934. Miss Lillian Ferguson entertained during dinner with several lovely vocal selections. "Vignettes" by Mrs. Constance Mitchell of Oakland and "Washington Close-ups" by Mrs. Mary Patterson Rutt of Los Angeles and Washington, D. C., were both very clever observation and experiences from the notebooks of our two guest speakers.

• BOOK WEEK PROJECTS

WOODROW WILSON JR. HIGH SCHOOL

— SAN JOSE —

The Contest this year created an unusual amount of interest (and a very gratifying use of the card catalog). The first fifteen questions were of the "Who Am I?" type, which carried out the idea of a column of local personalities which runs regularly in our school paper. The second half of the contest was, "The Book Week Pictorial" with fifteen cards showing the titles of books in pictorial form. Two Book orders were given, one to the individual having the highest score and one to the Home Room turning in the greatest number of papers.

Our exhibit utilized the hobby idea, but worked it out through the regular hobby clubs, and showed work done by the club members.

The art students made some very attractive posters for publicity purposes.

Attractive books and candles were used for decorations in the main office. They attracted the attention of members of the faculty who can not find time to spend in the library.

The regular faculty meeting was held in the library, where the librarian gave a talk introducing the reference collection and other available resources of the library.

The library participated in the community project carried on by the superintendent of the schools, an Open House with members of the Junior Chamber of Commerce and their wives as students.

The Book Week program was an original one-act play presented by the Book Lovers' Club. It was entitled "Libri" (Books) and followed the story of the history of the book.

THEODORE ROOSEVELT JR. HIGH SCHOOL

— San Jose —

Book Week was celebrated and went off successfully. As in other libraries, Hobbies were used as the central feature in this year's program, and the students responded enthusiastically. Many exhibits of student work were shown in the Library, and, in some cases, work was done on the material during the noon hour and after school. Some outstanding exhibits covered Radio, Photography, Collections of various kinds, Cooking, Magic, Science, Pets (white mice to be specific), Trapping and Taxidermy.

A large Crossword Puzzle Contest, containing many book names, was open to any who wished to try it, and a prize was awarded to the highest score. The prize was a book and went to a Ninth Grade girl.

Mimeographed programs listing the activities for the week and containing lists of suggestive titles in new hobby books were distributed to every student through his Home Room Librarian.

One day was Faculty Day. The Faculty meeting was held in the Library and tea was served.

On the last day of Book Week an entertainment for which all the English classes cooperated with the Library was given in the Auditorium. This was called the Book Week News Reel, and was made up of skits performed behind a "fog curtain" to give the feeling of the "Silver Screen". The audience guessed what book each skit represented and wrote the answers on the programs already in their hands. The announcer was called, "Raham Gamacnee."

resented and wrote the answers on the programs already in their hands. The announcer was called, "Raham Gamacnee."

The Christmas meeting of the Roosevelt P. T. A. was held in the Library, and the librarian talked on books as Christmas gifts. Suggestive book lists were given to every one present, and the Library was decorated for Christmas.

PETER H. BURNETT JR. HIGH SCHOOL

— San Jose —

BOOK WEEK PRODUCTION

'Riding Our Hobbies By Way Of The Book Trail'
Presented in assembly by members of

The Library Club

Scene — A Student's Study

Hobbies were presented as thoughts of the student as he worked on the problem, "Riding our hobbies by way of the book trail to knowledge and adventure." His thoughts came to life in smaller scenes.

Hobbies Presented and the Scenes:—

1. Horses and riding
On the range with Will James
2. Weaving
In a Navaho home
3. Romance and adventure
In Antar's tent just before battle
4. Service
In the castle of Ivanhoe
5. Sewing
In the home of Jenny Wren
6. Gardening
In a garden
7. Music
In Jenny Lind's home in Sweden
8. Art
In a Japanese home

Musical numbers were used preceding scenes to provide appropriate atmosphere. ("Bury Me Not on the Lone Prairie," "The Chattering Squaw," "Arabian Ballet," "Ring the Bells," "Oh, Dear! What Can the Matter Be?," "Spring Song," "When I Was Seventeen," "Japanese National Anthem.")

Costumes and settings were prepared and arranged by members of the Library Club.

The production was written by Miss Marion Werner, Librarian.

GARFIELD JUNIOR HIGH SCHOOL

— Berkeley —

Having had an exhibit of Hobbies in our Library some months previous to the announcement that "Hobbies" would be the idea for National Book Week this year, we observed it in other ways.

Several hundred new books were on display in the library which had been attractively arranged with book posters, many of which had been made by the pupils. A "Familiar Character Book Contest" made out by the assistant librarians created much interest.

Pupils discussed their favorite books and what books meant to them, in their classes and some had Book Matches. Each pupil was asked to write the name of his favorite book.

All the pupils were given an opportunity to see the Book exhibit and to hear a very inter-

esting talk by the librarian, on the Newbery Medal Books, the new books, and the importance of reading good books.

The pupils had the pleasure of seeing and hearing about many beautiful foreign books owned by Miss Stone, faculty member, who has an outstanding collection of Childrens International Books. Many attended the Book Week program at Sather Gate Book Shop and had the thrill of having their own books autographed by the well known authors.

Book lists were given to the parents at the December P. T. A. meeting.

INSTITUTE NOTES

The Library Section of the Bay Institute, East Division, met on December 19, 1934, at 9:30, in the Professional Library, in the Oakland Public Schools Administration Building, under the leadership of the Oakland school librarians. Miss Hazel Levy, of Oakland High School, was chairman. She was assisted by Miss Edna Browning, of Roosevelt High School, Past Chairman, and Miss Ethel Bell, of Claremont Junior High School Secretary. Miss Mina Hurry of Lowell Junior High, and Mrs. Edith Smith Towers, of Frick Junior High, served on the reception committee.

The program was a panel discussion on the **School Library's Contribution to Ideal American Citizenship**. Members of the panel included several librarians, principals, counselors, and supervisors from the Oakland High Schools, and Miss Elizabeth Patton, of Garfield Junior High School Berkeley, Mr. John B. Kaiser, Librarian of the Oakland Public Library, and Mrs. Elizabeth Madison, Supervisor of School Libraries in Oakland.

The discussion avoided definitions of citizenship and was confined to measures of service toward that ideal.

It was the recommendation of Mr. Kaiser that a librarian serve on every book and curriculum committee in the schools and help to establish contact with publishers regarding new material needed. The publishers will be willing to have books prepared on newer needs of the curriculum when they find what these needs are.

A suggestion from the floor was made that conferences on books be held in somewhat regular fashion in various faculties. Such conferences would lead to better use of new materials on hand and better selection of further materials.

Mrs. Madison made the interesting statement that a library rendered both a leadership and a followship service in book selection. The library must be aware of new educational trends and prepare for the introduction of these new topics by placing the new materials on the shelves and it must also be a follower of the curriculum. A close co-operation with all departments within the schools and all book sources without must be maintained in order that the library may be made to serve toward these ends.

The discussion developed briefly these points as the library's contribution to the ideal American citizenship: That the library provides a place for both reference work and "free" read-

ing; that it provides guidance in both, with an encouragement to the child to weigh statements and sources of information; that while it should avoid controversial material, it does provide information on both sides of subjects open to debate; and that by wise book selection and skill in presenting books, it leads to a permanent delight in reading.

This encouragement of reading should begin in the elementary grades. Hence it is very desirable that there be good libraries in elementary schools, and that this stimulation be carried on in the junior and senior high schools. These in turn should foster in their students the public library habit to carry over into their later lives. This continuous program of encouraging the children to read so that reading will become a veritable part of their adult lives, is the library's most important contribution to a more ideal citizenship.

● CENTRAL COAST INSTITUTE SCHOOL LIBRARY SECTION, SAN LUIS OBISPO

The Central Coast Library Section of Institute under the Chairmanship of Harriet Baker, Librarian of Monterey High School was well attended and very stimulating.

The following was the program—

November 27

7:45 a. m. — Librarians' Breakfast, Sear's Tavern.

9:00 a. m. — Discussion: "The Objectives and Functions of School Library Service in Relation to Modern Secondary Education," led by C. F. Muncy, State Board of Education.

10:45 a. m. — Motion Picture Film, "Your Book," sponsored by Ginn and Company, made in the Athenaeum Press showing the detailed processes of bookmaking from manuscript to the completed volume; also an exhibit assembled in the Press at Boston, showing the successive steps in the preparation and manufacture of textbooks.

November 28

9:00 a. m. — Discussion: 1. "The Objectives and Functions of School Library Service in Relation to Modern Secondary Education," (continued)

2. Progress Report of Survey of Secondary School Libraries in California. C. F. Muncy

10:50 a. m. — Report of California Library Association Meeting at Martinez — Frances Whitehead.
Highlight of Santa Maria California School Library Conference — Ida K. Kriegel.

11:10 a. m. — Business Meeting

The Literary Guild had an exhibit of books. Miss Helen Heffernan, State Supervisor of Elementary Schools, spoke on "Literature for Children," at the General Institute Session, Monday, November 26.

DATES TO REMEMBER—

FEBRUARY 16— Informal Meeting and Book Luncheon. San Mateo or Burlingame.

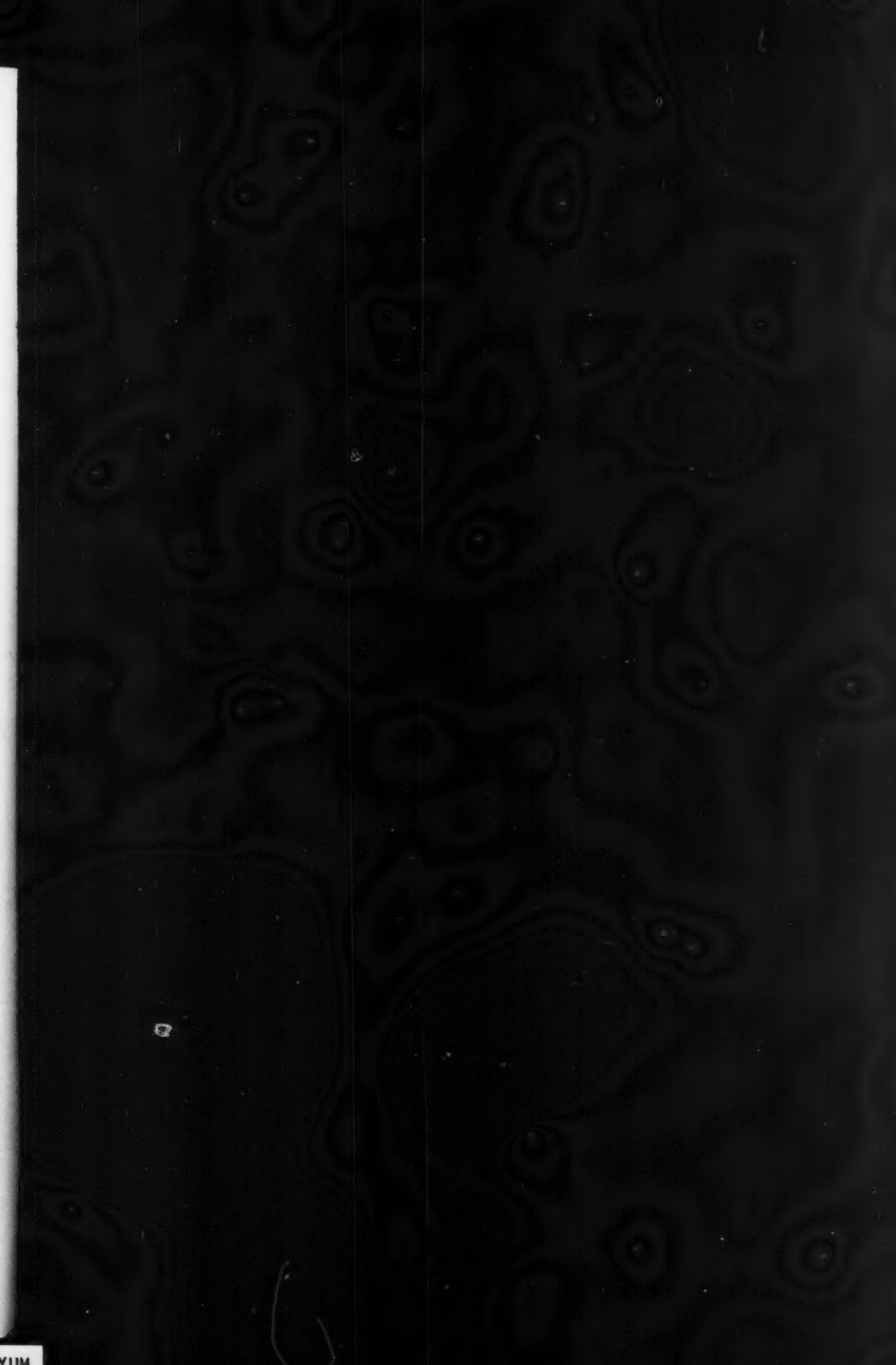
APRIL 12-13— Council Meeting, Carmel.

MAY 4— Annual Meeting, Modesto.

WHAT— Dues. School Library Association of California, Northern Section.

WHERE— To Miss Vera Denton, Librarian, Lockwood Junior High School, Oakland.

WHEN— NOW!



COUNCIL DIRECTORY - 1934-1935

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA SOUTHERN SECTION

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